

# **CRANSTON SCHOOL COMMITTEE MEETING**

**OCTOBER 21, 2013**

**WESTERN HILLS MIDDLE SCHOOL**

**400 PHENIX AVENUE, CRANSTON, RI 02920**

**EXECUTIVE SESSION 6:00 P.M.**

**IMMEDIATELY FOLLOWING – PUBLIC SESSION**

## **AGENDA**

**1. Call to order- 6:00 p.m. Convene to Executive Session pursuant to RI State Laws -**

**2. PL 42-46-5(a)(1) Personnel:**

**A. (Termination of Coach “A”)**

**B. (Certified Administrators’ Compensation)**

**C. (Perspective Administrator Contracts)**

**D. (Non-Certified Supervisory-Confidential Employees Compensation)**

**3. PL 42-46-5(a)(2) Collective Bargaining and Litigation:**

**Contract Negotiations’ Update(s) =**

**A. (Secretaries)**

**B. (Teachers)**

**C. (Teacher Assistants)**

**D. (Bus Drivers, Mechanics)**

**E. (Trades people – presentation)**

**F. (Chariho Declaratory Judgement-Grade 12+ in Charter School)**

**4. Executive Session**

**5. Call to Order – Public Session**

**6. Roll Call – Quorum**

**7. Executive Session Minutes Sealed – October 21, 2013**

**8. Minutes of Previous Meetings Approved – September 11, September 16, 2013**

**9. Public Acknowledgements/Communications**

**10. Chairperson's Communications**

**11. Superintendent's Communications**

**12. School Committee Member Communications**

**13. Public Hearing**

**a. Students (Agenda/Non-Agenda Matters)**

**b. Members of the Public (Agenda Matters Only)**

**14. Consent Calendar/Consent Agenda**

**15. Action Calendar/Action Agenda**

**SPONSORED BY THE SCHOOL COMMITTEE, THE SUPERINTENDENT AND THE EXECUTIVE TEAM**

**NO. 10-13-02 – Whereas, the month of October has been designated as National Principals Month by the United States Congress;**

**Whereas, Cranston school leaders and administrators are instructional leaders, shape the climate and culture for their building,**

**build community partners with families , manage buildings, work with special programming to meet the diverse needs of all students, and are entrusted with young people, our most valuable resource;**

**Whereas, Cranston's principals work collaboratively with teachers setting the academic tone for their schools and work to develop and maintain high curriculum standards, develop and carry out school improvement, and set performance goals and objectives;**

**Whereas, these administrators attend and supervise school activities at night and on weekends, work with their colleagues and community members on committees to improve the quality of opportunities and supports to improve the wellbeing of students;**

**Whereas, leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school, according to research;**

**Therefore the Cranston School Committee, the Superintendent and the Executive Team recognize these administrators for their exceptional leadership for providing high quality learning opportunities for students as well as exemplary contributions to their profession.**

**PERSONNEL – ADMINISTRATION**

**NO. 13-10-03 – RESOLVED, that at the recommendation of the Superintendent, said certified administrator be appointed as follows:**

**Polly Gillie, Elementary Principal, E. S. Rhodes School**

**Effective Date: November 4, 2013**

**See Attached Financial Impact Analysis**

## **PERSONNEL**

**NO. 13-10-04 - RESOLVED, that at the recommendation of the Superintendent the following certified personnel be appointed for the remainder of the 2013-2014 school year:**

**Susan Mastrati, Step 12 +MA**

**Education...RIC, BA, MA**

**Experience...Cranston Retiree**

**Certification...Reading**

**Assignment...CACTC .5 FTE**

**Effective Date...October 7, 2013**

**Authorization...Replacement**

**Fiscal Note...51974125 51110**

**Debra Favicchio, Step 12 +B+36**

**Education...RIC, BS**

**Experience...Cranston Retiree**

**Certification...Secondary Math**

**Assignment...CACTC .5 FTE**

**Effective Date...October 7, 2013**

**Authorization...Replacement**

**Fiscal Note...51974131 51110**

**Sabrina Dias, Step 3 +MA**

**Education...Bridgewater State, BA, AIC, MA**

**Experience...Fall River School Department**

**Certification...Early Childhood Special Education PK-2**

**Assignment...Early Childhood Center .5 FTE**

**Effective Date...October 7, 2013**

**Authorization...Replacement**

**Fiscal Note...10212040 51110**

**NO. 13-10-05 - RESOLVED, that at the recommendation of the Superintendent, the following certified personnel be appointed as substitutes on a temporary basis as needed:**

**Naurita Waters, Nurse-teacher**

**Leah Turcotte, Secondary English**

**Donna Mooney, Elementary**

**Melanie Goes, Elementary**

**Alyssa Rutter, Elementary**

**Rachel Smith, Elementary**

**Jennifer Asels, Elementary\Middle Special Education**

**Kevin Koelher, Music K-12**

**Reuben Paygai, Secondary Business**

**Sarah Salem, Elementary\Middle Special Education**

**Ashley Ratcliffe, Elementary\Middle Special Education**

**Kimi Cubbage, ESL K-12**

**Brihenna Cavanagh, Elementary**

**Monica Salvadore, Elementary**

**Erica Pagano, Elementary**

**NO. 13-10-06 - RESOLVED, that at the recommendation of the Superintendent, the retirement of the following certified personnel be accepted:**

**Joanna Flynn, Nurse**

**Hope Highlands**

**Effective Date...December 31, 2013**

**Thomas Scully, Teacher**

**Western Hills**

**Effective Date...January 21, 2014**

**NO. 13-10-07 - RESOLVED, that at the recommendation of the Superintendent, the resignation of the following coach (es) be accepted:**

**Martin Crowley, Head Coach Girls' Basketball**

**Cranston West**

**Effective Date...September 23, 2013**

**Justin Switzer, Assistant Wrestling Coach**

**Cranston East**

**Effective Date...October 1, 2013**

**NO. 13-10-08 - RESOLVED, that at the recommendation of the Superintendent, the following non-certified employee(s) be appointed:**

**Catherine DiSegna, AEP Coordinator**

**Alternate Education Program**

**Effective Date...October 7, 2013**

**Authorization...Replacement**

**Fiscal Note...16235020 51110**

**Cynthia Conti, Teacher Assistant**

**Early Childhood Center**

**Effective Date...November 4, 2013**

**Authorization...Replacement**

**Fiscal Note...20246010 51110**

**Michael McDonald, Teacher Assistant**

**Gladstone**

**Effective Date...September 30, 2013**

**Authorization...Replacement**

**Fiscal Note...11946010 51110**

**Paula Holt, Secretary**

**Gladstone**

**Effective Date...September 30, 2013**

**Authorization...Replacement**

**Fiscal Note...11943210 51110**

**Tracey Villani, Secretary**

**Cranston West**

**Effective Date...October 2, 2013**

**Authorization...Replacement**

**Fiscal Note...12643010 51110**

**Michele Bergantino, Part Time Secretary**

**Central Administration**

**Effective Date...October 2, 2013**

**Authorization...New**

**Fiscal Note...19642340 51110**

**Denise Williams, Part Time Secretary**

**Gladstone**

**Effective Date...October 2, 2013**

**Authorization...Replacement**

**Fiscal Note...11943210 51110**



**Anne Mantia, School Based Coordinator**

**CAC&TC**

**Effective Date...October 7, 2013**

**Authorization...Replacement**

**Fiscal Note...51974114 51110**

**Lori Lake, Teacher Assistant**

**Eden Park**

**Effective Date...October 7, 2013**

**Authorization...Replacement**

**Fiscal Note...11846020 51110**

**Gina Ginolfi, Teacher Assistant**

**Stadium**

**Effective Date...October 15, 2013**

**Fiscal Note...12046010 51110**

**NO. 13-10-09 - RESOLVED, that at the recommendation of the Superintendent, the following non-certified personnel be appointed as substitutes on a temporary basis as needed:**

**Linda Fernandes, Teacher Assistant**

**Juan Guerrero, Teacher Assistant**

**Jacqueline Jahnke, Bus Driver**

**Edward Nievera, Bus Driver**

**Annamaria Abbondanza, Secretary**

**Alexis Cobb, Teacher Assistant**

**Maria Manzi, Secretary**

**Andre Key, Custodian**

**Sherry Giguere, Secretary**

**Marina Murray, Bus Driver**

**Donna Marshall, Bus Driver**

**Joann Cafaro, Secretary**

**NO. 13-10-10 - RESOLVED, that at the recommendation of the Superintendent, the resignation(s) of the following non-certified personnel be accepted:**

**Kaleena Wilcox, Bus Monitor**

**Transportation**

**Effective Date...October 4, 2013**

**Giovanni Garcia, Bus Driver**

**Transportation**

**Effective Date...October 4, 2013**

**Kelly Whaley, Program Manager**

**Kidsventure \ Bain +2**

**Effective Date...November 1, 2013**

**NO. 13-10-11 - RESOLVED, that at the recommendation of the Superintendent, the termination of Coach “A” be accepted.**

**NO. 13-10-12 - RESOLVED, that at the recommendation of the Superintendent, the School Committee approve salary adjustments for certified and non-certified administrators retroactive to July 1, 2013.**

**(Fiscal Impact Attached).**

## **BUSINESS**

### **POLICIES AND PROGRAMS**

**NO. 13-10-13 - RESOLVED, that at the recommendation of the Superintendent, the Program of Studies Curriculum changes for the New England Laborers’ and Cranston Public Schools Construction and Career Academy be approved for first reading. (Program of Studies attached).**

**NO. 13-10-14 - RESOLVED, that at the recommendation of the School Committee, the following policies be amended for first reading:**

**#4111 and #4111(a) – (Personnel) Recruitment and Selection of Employees (see attached amended policy)**

**NO. 13-10-15 - RESOLVED, that at the recommendation of the School Committee, the following policy be amended for first reading:**

**#4112.1 – (Personnel) Appointment (see attached amended policy)**

**NO. 13-10-16 - RESOLVED, that at the recommendation of the School Committee, the following policy be amended for first reading:**

**#4115.2(a) – (Personnel) Promotions (see attached amended policy)**

**NO. 13-10-17 - RESOLVED, that at the recommendation of the School Committee, the following policy be amended for second reading:**

**#4112.7 – Cranston Public Schools Athletic Department Handbook**

**NO. 13-10-18 - RESOLVED, that at the recommendation of the Superintendent, the following Field Trip(s) of Long Duration/Conference(s) be approved:**

**1. Arthur Montanaro, Music Teacher and Band Director at Cranston High School West and Christine Baum, Special Education Teacher, Falconette/Westernette Director at Cranston High School West, and approximately 98 students, to travel to Orlando, Florida from April 23, 2013 through April 28, 2013 to perform at Walt Disney World/Universal Studios. There is no cost to the School Department and they will travel during the April recess.**

**2. Marie Birch, teacher, and Dorothy Martiesian (sub) from Cranston High School East and Cranston High School West, and 8 students to travel to Charlotte, NC from November 22, 2013 to November 24, 2013 to attend Family, Career and Community Leaders of America (FCCLA) National Regional Leadership Meeting, at no cost to the School**

**Department.**

**3. Mark Colozzi, Program Supervisor, Music Co-Director of Bands & Choir Director at East, Gregory Arsenault, Co-Director of Bands at East, Pamela Lowell, Orchestra Director at East, Philip Lachance, Choir Director at West, Christine Harrington, Orchestra Director at West and Roxanne Murphy, Emerald Encore Instructor at East, and students from East and West Choir, Orchestra, Band, and Emerald Encore, to travel to Washington DC and Winchester, VA to perform and tour Washington, DC; Marching Band Adjudication in the Grand Feature Parade of the Shenandoah Apple Blossom Festival, from May 2, 2013 to May 6, 2013, at no cost to the School Department.**

**16. Public Hearing on Non-Agenda Items**

**17. Announcement of Future Meetings – November 20, and November 25, 2013.**

**18. Adjournment**

**School Committee members who are unable to attend this meeting are asked to notify the Chairperson in advance.**

**Interested persons and the public at large, upon advance notice, will be given a fair opportunity to be heard at said meeting on the items**

**proposed on the Agenda.**

**Individuals requesting interpreter services for the hearing impaired must notify the Superintendent's Office at 270-8170 72 hours in advance of the hearing date.**

**Any changes in the agenda pursuant to RIGL 42-46-6(e) will be posted on the school district's website at [www.cpsed.net](http://www.cpsed.net), Cranston Public Schools' administration building, 845 Park Ave., Cranston, RI; and Cranston City Hall, 869 Park Ave., Cranston, RI and will be electronically filed with the Secretary of State at least forty-eight hours (48) in advance of the meeting.**

**Notice posted: October 18, 2013**

**NEW ENGLAND LABORERS/CRANSTON PUBLIC SCHOOLS  
CHARTER SCHOOL**

**NEW ENGLAND LABORERS – CRANSTON PUBLIC SCHOOLS  
CONSTRUCTION & CAREER ACADEMY  
CHARTER SCHOOL**

**PROGRAM OF STUDIES**

**COURSE LISTING Revised 11/24/2010- APPROVED BY SCHOOL  
COMMITTEE 2/2011**

**Course No. Title of Course Grade Level No. of Credits**

**C20M/S Construction Craft Applications I Gr. 10 1st Semester**

**.51.0 "Math Related"**

**C21M/S Construction Craft Applications II Gr. 10 2nd Semester .5**

**“Math Related**

**C10 Construction 9 Gr. 9 .25**

**C30 Construction Engineering Gr. 11 1.0**

**W10M/S Career Exploration Gr. 9 .5.25**

**W20M/S World of Work Gr. 9 – 12 .5**

**W30M/S Construction Work Experience Gr. 12 3.0**

**W40 Career Work Experience Gr. 12 3.0**

**003 English 9 Gr. 9 1.0**

**013 English 10 – World Literature Gr. 10 1.0**

**023 English 11 – American Literature Gr. 11 1.0**

**033 English 12 – British Literature Gr. 12 1.0**

**048M/S English – Public Speaking Gr. 9 – 12 .5**

**085M English – Writing Lab Gr.9 – 12 .5**

**301 Algebra I Gr. 9 1.0 2.0**

**383 Math Standards I Gr. 10 .5**

**313 Geometry Gr. 10 1.0**

**384 Math Standards II Gr. 10 .5**

**323 Advanced Math – Algebra II Gr. 10-12 1.0 -- Prerequisite:  
Algebra I**

**351 Integrated Math Gr. 10 1.0 -- To be phased out 2012**

**517 Consumer Math Gr. 10-12 1.0 Prerequisite: Algebra I**

**see 517 “Personal**

**Finance/Quicken”**

**for course description**

**177M/S Basic Economics Gr. 12 .5 “Math Related”**

**602 CAD/Drafting III (Advanced CAD) 1.0 “Math Related”**

**403 Physics First – Foundations of Physics Gr. 9 1.0**

**486 Earth’s Chemistry : Earth, Space, G r. 10 1.0**

**and Chemistry**

**423 Biology Gr. 11 1.0**

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**NEW ENGLAND LABORERS – CRANSTON PUBLIC SCHOOLS  
CONSTRUCTION & CAREER ACADEMY  
CHARTER SCHOOL**

**PROGRAM OF STUDIES**

**COURSE LISTING Continued**

**Course No. Title of Course Grade Level No. of Credits**

**485M/S Forensic Science (Biological) Gr. 11-12 .5**

**127 Geography Gr. 10 1.0**

**104 Democracy in Action Gr. 9 1.0**

**134M/S Rhode Island History Gr. 10 .5**

**124 United States History Gr. 11 1.0**

**177M/S Basic Economics Gr. 12 .5 “Math Related”**

**162M/S American Civil/Labor Law Gr. 11-12 .5**

**148M/S Geopolitics Gr. 9-12 .5**

**522M/S Computer Literacy (Construction) Gr. 9-12 .5 Charter  
School only**

**601S M CAD (Computer Aided Drafting) Gr. 10-11 .5**

**602SM Advanced CAD Gr. 10-12 .5 “Math Related”**

**604M 21st Century Technology Skills Gr. 9-12 .5**

**605 Portfolio Readiness Gr. 9-12 .5**

**607M/S Video Production Gr. 9-12 .5**

**(formerly Media Studies-at Charter School only)**

**618 M Introduction to On-Line Gr. 11-12 .5**

**Communications**

**701 M Foundations of Art Gr. 9-12 .5**

**703 M/S Basic Art and Design Gr. 9 – 12 .5**

**702M Art & Design Applications Gr. 9 – 12 .5**

**713M Basic Sculpture & Ceramics Gr. 9 – 12 .5**

**717 M Advanced Sculpture and Ceramics Gr. 11-12 .5**

**000 Physical Education Gr. 9 – 12 .25 cr per year – totals 1.0**

**000 Health Gr. 9 – 12 .25 cr per year – totals 1.0**

**NOTE: Because all of the academic course descriptions have been integrated into the district-wide Program of Studies, the course descriptions below are for those specialized courses that are unique to the Charter School's programs and specific to two program pathways:**

- Construction Craft and Technology Program Pathway**
- World of Work Exploration Program Pathway**

**NEL/CPS Construction & Career Academy**

**Enrollment Information**

**Upon enrollment, Guidance Counselors meet with students and their parents/guardians to discuss the most appropriate course of study. Our curriculum offers two pathways of study: Construction Craft Technology and World of Work Exploration.**

**Our instructional approach for learning is Problem-Based Learning (PBL) which requires students to solve real-life problems. This unique and challenging approach to applied learning requires all students to use higher order thinking skills, hands-on learning, and work with 21st Century work skills.**

**All students, regardless of program selection, will need to successfully complete the Cranston Public Schools High Schools Diploma System proficiency requirements to graduate. These requirements are integrated into required courses in English, Math, Science, Social Studies, Physical Education, the Arts, Electives, Senior Portfolio, and mandated testing (the NECAP) in accordance with the Rhode Island State Department of Education's GSE proficiency graduation requirements. In addition, financial literacy is embedded throughout the curriculum.**

**Our faculty is all Rhode Island Certified teachers. Our Certified Construction Instructors have over 40 years of combined experience, and are members of Local 271.**

## **U.S. Department of Labor**

### **Employment and Training Administration**

**“In this day and age, when so many people have good reason to complain about the generation of students graduation high school who can’t count back change, can’t fathom how to control their spending and have no work ethic, the NEL/CPS Charter School is working hard to graduate a whole new type of Senior: one who is head and shoulders above the competition when it comes to being out in the workforce.”**

**Written by Jen Cowart, as published for US Dept. of Labor**

**May 7, 2009**

#### **Personalization Grade 9 Transition Program 0.5 cr**

**The transition from middle school to high school can be very challenging academically, personally, emotionally, and socially. In addition to coming into a new school, and a new type of school, learning to be successful in a new learning environment as in a unique Charter high school, requires some new skills and abilities. Being a successful high school student is the basis of our Personalization class. The overall theme of this class is emotional intelligence as defined in the research. Developing a mature perspective on life and how to be successful in it has many dynamics that need to be managed if a student is to grow and be successful.**

**Emotional intelligence involves personal goals, self-awareness, managing feelings, decision making (how we make decisions), managing stress, coping with change, self-concept, how we take our personal responsibilities, empathy for others, communication skills, diplomacy and conflict resolution.**

**Students are engaged in all of these “topics” in this course in order to understand, appreciate, and successfully work and learn in a new setting with new and diverse people, and take advantage of the opportunities offered in this environment.**

### **Construction Craft and Technology Program Pathway**

**The construction craft and technology apprentice pathway is open to all students who meet eligibility requirements.**

**After graduation, the student will enroll in an extensive, four week apprenticeship program held at the New England Laborers Training Academy in Pomfret, Connecticut. Upon successful completion of the apprenticeship program and 4000 hours, each apprentice will be awarded 20 college credits towards an Associates Degree in Technical Studies from the Community College of Rhode Island.**

**To learn more about the Construct Craft and Technology Program, please view recent articles and The Charter newsletter on our [hyperlink](#).**

**Typical Course of Study for Construction Craft and Technology Program includes English/LA, Mathematics, Sciences, Social Studies, Art, Technology, PE, Health, and Portfolio projects designed to meet the school district's academic requirements, the state's GSE requirements for a Regent's Diploma, and the school's requirements for "standards of the trade" in the construction industry. Please see the Program of Studies course listing for each grade level.**

**The typical Course of Study for Construction Craft and Technology follows:**

**Grade 9: Introduction to Construction, Construction 9 "Making Choices" Project**

**Students entering high school have to make choices that will impact their education, career, and lives. Our**

**freshman Problem-Based Learning module, "Making Choices", focuses on the problem solving process by**

**examining five historical problems from the viewpoint of a person living through them. Studies include**

**"rumspringa" and the Amish culture, the Battle of Gettysburg, Immigration and the Ellis Island experience,**

**the emergence of labor unions and unionism, and the building of the Brooklyn Bridge. The culminating**

**activity for this project includes a field trip to Lancaster, PA (Amish Country), Ellis Island and the Statue of**

**Liberty, the Brooklyn Bridge and Gettysburg, PA. Students have the opportunity to meet representatives from LUNA Local 731 for a personalized walking tour of the bridge. Upon their return, students make a Power Point presentation or other suitable media presentation summarizing their experiences.**

**Grade 10: C20M/S & C21M/S: Construction Craft Technology Applications 1 and 2;  
Semester 1, Grade 10**

**C20 M/S: Construction Craft Technology Applications I PBGR:  
0.5 Math CreditRelated**

**Students are introduced to the history of the Labor Movement in America, the evolution of unions, and the development of the Laborer's International Union of North America (LUNA). They are also taught the differences between the construction trade unions and their apprentice programs.**

**Because construction trades have a wide-range of types of work, students are engaged in a sample of the kinds of work to be informed about what is involved in that work. Through this process, they also learn what it is that they need to know and be able to do to be successful in construction work. Given this foundation for understanding the significant components of construction, students**

are then required to research different types of structures, from skyscrapers to dams to tunnels, and finally draw and build a scale model house. They learn that the construction of these complex structures requires a great deal of high level mathematical computations.

The mathematics within the problem-based learning project in Grade 10 involves architectural design, the product of which is the drawing and building of a scale model house. The proof of what they have learned is in the success of the structural integrity of the scale model house.

This is a clear example of the kind of integration of learning that is an essential part of the program in construction. Students, to be successful with this project, need to understand why they need to know and be able to apply mathematics within the construction environment.

In addition to the “scale model house,” throughout this year-long course, there are a number of “hands on” projects that require integration of curriculum, including mathematics, for successful completion. Some of these projects are: building a brick patio, forming and pouring a concrete patio, and small demolition projects.

**C21 – Construction Craft Technology Applications II PBGR: 0.5 Math Credit**

The second semester, C21, continues the integration of mathematics



**within the building trades; specifically, the main focus of this course ties academics with construction. The major project in which student engage, as noted above, is the building of a scale model home, with a design of their choice. Students work in teams of three or four as part of the 21st Century Skills standards for cooperative and collaborative learning and work which involves working in teams.**

**Through this major project, students begin to learn line and grade, using the laser and grade rod to determine different elevations. They also learn to read and use both a standard and architectural scale ruler; learn to estimate square footage and calculate volume of concrete needed for the foundations and floors of their homes; always being mindful of safety and their role as a member of a working team. This is important throughout the course, but especially so in their learning about cutting torches. Students learn proper set up and break down of torches, how to cut metal, and cutting metal safely.**

**\*\*The C20M/S & C21M/S courses content lay the foundation for the culminating construction project in Grade 12.**

**Grade 11: C 30: Construction Engineering Term: FY Grade 11 PBGR:  
1.0 Credit**

**Building on the lessons learned in Grade 10, students learn additional construction math applications with more “hands on” projects. The curriculum revolves around the**

**building of a forty foot concrete bridge.**

**Construction math, line and grade, excavation, soil compaction, concrete forms, concrete placement, cutting**

**torches, demolition, and construction safety are the focus of this project. Students are scored on**

**proficiencies and graded on classroom work, “hands on” projects, and being reliable and responsible**

**workers.**

**“Building Bridges” Project: In Grade 11, students are challenged with the most intricate of activities. They**

**are given a situation where they have to link a land mass in the middle of Lake Erie with the mainland.**

**There’s a catch!! The land mass is home to the only confederate Civil War cemetery in the north. Also, they**

**have the problem of “How do you get tourists to visit a cemetery on an island?”**

**Our students have to develop ideas/attractions to lure people to visit without destroying or detracting from**

**the sacredness of the property. Then, bridges have to be built that connect the cemetery to each attraction.**

**There is another problem, however. During the placement of the bridge footings, students find a human bone!**

**Classes in World of Work, mathematics, social studies, forensic**

**science, computer science, English/Language**

**Arts, and Construction Technology work together to solve what ultimately turns into a real-life CSI episode.**

**At the same time, a scale model of an actual bridge is completed in the Construction Technology Laboratory.**

**Student build an actual 40' pedestrian bridge on-site. Once completed, students visit Sandusky, Ohio – site of the actual cemetery to compare their solutions. This popular problem caps two years of our Problem Based Learning continuum.**

**Grade 12: W 30 M/S: Construction Work Experience; Senior Portfolio**

**Grade 12 PBGR: 3.0 Credits**

**Seniors have opportunity of early dismissal in order to fulfill an Internship, Community Service, post secondary education, or obtaining work experience.**

**Prerequisite:successful completion of C-20,C-21, and C-30**

**Through this Senior Year Construction Course, students study OSHA requirements for safety, and engage in not only concrete work, but also pipe (water systems) work. This course continues to prepare students for**

**“hands on” work-study, and off-site work as has been done at St. Ann’s Cemetery in Cranston.**

**The construction project for Senior Year is for the class to work**

**together to frame a 16' x 16' house, on-site,**

**to include windows, doors, a 40' section of driveway, water system to sewer main .**

**Successful completion of this project can result in students' earning an OSHA 10 Safety Certificate.**

**This is the culminating project of three years of Problem Based Learning curriculum.**

## **Grade 12: Senior Portfolio**

### **World of Work Exploration Program Pathway**

**The World of Work (WOW) Exploration pathway is a comprehensive career program in which students learn about career choices, job seeking skills, workplace ethics, cultural diversity in the work environment and society, and employer expectations.**

**More specifically, the curriculum is concentrated into four sections:**

- Developing a career plan**
- Job attainment skills**
- Job retention skills**
- And development of life skills**

**Students further refine those skills by gaining part-time employment under the guidance and mentorship of World of Work program staff and employers.**

To learn more about the World of Work Exploration pathway, please view our brochure, recent articles, and The Charter newsletter on our hyperlink.

### **Typical Course of Study\***

**Grade 9: W 10 M/S: Career Exploration; Making Choices Project Term: FY Gr. 9 0.5.25Credit**

The Career Exploration curriculum at the NEL/CPS Career Academy has been prepared for the 9th grader to introduce them to what they can expect when they seek to become productive members of the workforce.

The program includes group and one-on-one career exploration intended to introduce students to the various careers for which they may have an interest and aptitude. During the year, each student is assisted in preparing his or her résumé. While at this point in their lives, they may not have work experience and extensive education to put on the résumé, there is an emphasis placed on including their skills and interests as well as any work they may have done in the household or in their neighborhood. Students are amazed to learn that they have quite a bit that they have accomplished in their young lives and are pleased to see that

**documented on a résumé.**

**Students are also introduced to job interviewing skills and how to prepare letters of introduction and thank you letters for interviews.**

**A critical portion of the Career Exploration curriculum is lessons that focus on life skills and work place etiquette and behavior. Students are introduced to such topics as listening skills, thinking skills, integrity, honesty, teamwork, conflict resolution, dealing with work situations and other areas designed to help them become good citizens and eventually good workers.**

**Grade 11: W 20 M/S: Work of Work Exploration Term: FY Gr. 10 – 12 0.5 Credit**

**In the 11th grade, students are now able to put into practice what they previously learned in the way of life skills and work readiness skills. During the year the students' résumés are updated and more emphasis is placed on career exploration.**

**Much more instruction is provided in interviewing skills and how to apply for jobs to include filling out job applications, sending cover letters, thank you letters, and resignation letters. Students are introduced to the**

**major industry clusters for which there is a growing job demand.**

**A critical component of the World of Work Program is placement of the student in either paid or non-paid**

**work experiences. These may be in the private or public sectors.**

**This placement gives the students an**

**opportunity to put into practice all the work readiness and life skills that they have learned in class.**

**Also, during this school year, students participate in a class project that is designed to teach teamwork and is**

**directly related to the world of work.**

**Grade 12: W 40 World of Work - Career Work Experience; Senior Portfolio**

**Seniors have opportunity for early dismissal for an internship, community service, post secondary education,**

**or obtaining work experience.**

**Problem Based Learning**

**Linking the ACADEMIC and CONSTRUCTION Curriculum**

**Our Program**

**Problem-Based Learning (PBL) is an instructional approach which requires the student to solve real-life problems. The program, developed at the NEL/CPS Construction Career Academy, is a unique and challenging approach to provide higher order thinking skills and hands-on learning to ALL students. Our students not only solve**

problems in each academic content area but also solve them as they occur across the entire curriculum including Construction Technology, art, computer science, and World of Work. Many of the activities in each PBL module are portfolio worthy and can be included in each student's graduation by proficiency presentation.

It is important to note that cross-curricular problem based learning is only part of our total program. All subjects follow the national standards of their discipline and the Grade Span Expectations (GSE's) as prescribed by the State of Rhode Island and New England Common Assessment Program.

Vital to the success of this program are the summative activities that have been carefully planned utilizing content area standards, national financial literacy standards, GSE's, and Construction Technology standards. Our culminating activities are field trips to the sites where each of these modules occur. All problem-based learning modules utilized at the school have real-life applications which are fully explored and analyzed by our students.

As this is the only program of its kind in a structured high school setting, our nationally recognized curriculum has been featured in such magazines as the AFT's "American Teacher" and at professional conferences across the country. We have been fortunate to share our vision at educational conferences in such places as Anaheim, California, St. Louis, Missouri, Hartford, Connecticut, New Orleans, Louisiana, Boston, Massachusetts and the annual NEL Educational Symposium in Pomfret, Connecticut. Our teachers have also been videotaped for presentations at professional development



**institutes in Japan.**

### **Grade 9: “Making Choices”**

**Students entering high school have to make many choices that will impact their education, career, and lives. Our freshman Problem-Based Learning module, “Making Choices”, focuses on the problem solving process by examining five historical problems from the viewpoint of a person living through them. Studies include “rumspringa” and the Amish culture, the Battle of Gettysburg, Immigration and the Ellis Island experience, the emergence of labor unions and unionism, and the building of the Brooklyn Bridge. The culminating activity for this project includes a field trip to Lancaster, PA (Amish Country), Ellis Island and the Statue of Liberty, the Brooklyn Bridge, and Gettysburg, PA. Students have the opportunity to meet representatives of LIUNA Local 731 for a personalized walking tour of the bridge. Upon their return, students then make a PowerPoint or other suitable media presentation summarizing their experiences.**

### **Grade 10: “Building on a Dream”**

**Students in Grade 10 study the process and procedure of building a house. They are given a fictional identity and career and it is up to them to decide where they will build their dream house. English/Language Arts, mathematics, Rhode Island history, geography, and science prepare students to make a simulated move to their ideal community. Students then build their homes in**

**Construction Technology class using materials “purchased” in math class. This module culminates in a trip to Washington, DC and Virginia where students explore the governmental issues that impact construction, visit the headquarters of the Laborer’s International Union of North America, and may participate in building an actual house with charitable organizations such as Habitat for Humanity.**

### **Grade 11: “Building Bridges”**

**In Grade 11, students are challenged with the most intricate of activities. They are given a situation where they have to link a land mass in the middle of Lake Erie with the mainland. There’s a catch! The land mass is home to the only confederate Civil War cemetery in the north. How do you get tourists to visit a cemetery? Our students have to develop ideas/attractions to lure people to visit without destroying or detracting from the sacredness of the property. Then, bridges have to be built that connect the cemetery to each attraction. There is one problem however. During the placement of the bridge footings, students find a human bone! Classes in World of Work, mathematics, social studies, forensic science, computer science, English/Language Arts, and Construction Technology work together to solve what ultimately turns into a real-life CSI episode. At the same time, a scale model of an actual bridge is the Construction Technology Laboratory. Once completed, students visit Sandusky, Ohio, the site of the actual cemetery to compare their solutions. This popular problem caps our three year PBL continuum.**

**IN ADDITION TO THE ACADEMIC AREA REQUIREMENTS, WHICH ARE DESCRIBED IN THE ACADEMIC AREAS SECTIONS of the PROGRAM OF STUDIES FOR ALL HIGH SCHOOLS IN CRANSTON, DESCRIPTIONS OF THE FOLLOWING SPECIALIZED AND UNIQUE COURSES WITHIN THE TWO PATHWAYS ARE BELOW.**

### **CONSTRUCTION CRAFT TECHNOLOGY COURSE DESCRIPTIONS**

**C 20: Construction Craft Technology Applications I Term: Semester I Grade 10 PBGR 0.5 Math Related**

**In Grade 10, first semester, students are introduced to the history of the Labor Movement in America, the evolution of unions, and the development of the Laborers' International Union of North America (LUNA). They are also taught the differences of the construction trade unions and their apprentice programs.**

**Because construction trades have a wide-range of types of work, students are engaged in a sample of the kinds of work, what is involved in that work, and what they need to know and be able to do to be successful in construction work. As a foundation for understanding the significant components of construction, students**

are required to research different types of structures, from skyscrapers to dams to tunnels and finally bridges. The building of these structures requires a significant number and types of mathematical computations. The mathematics within the problem-based learning project involves architectural design as they draw and build a model bridge. Understanding why they need to know and be able to do, in terms of what they are being taught, integrates the mathematical content within the construction environment. In addition to the bridge project, throughout the year-long course, a number of “hands-on” projects are completed involving mathematics , as: building a brick patio, forming and pouring a concrete patio, and small demolition projects. The course content lays the foundation for the culminating construction project in grade 12.

This is the first course in the Construction Craft Technology Program Pathway. It is a “ground laying” course that introduces students to not only to construction work environments , but also the actual components/aspects of construction. In effect, it is more than an introduction. Students learn about the Unions through which they will be gainfully employed. To be gainfully employed in the construction trades requires essential foundational knowledge and skills in the construction field. Within these are the essential knowledge of the types of mathematical problem solving required in the construction field. The course supports the direction of the Academy’s purpose by incorporating more of the mathematical

**components. It also addresses the need to incorporate more mathematics in the curriculum to better support students' achievement in mathematics as assessed on the NECAP.**

**C-21 – Construct Craft Technology Applications II Term: Semester II Grade 10 PBGR 0.5 Math Related**

**Following C-20, this course continues the integration of mathematics within the building trades; specifically, the main focus of this course ties academics with construction. The major project in which students engage is the building of a scale model home, with a design of their choice. Students work in teams of three or four as part of the 21st Skills standards for cooperative and collaborative learning and work.**

**Through this major (“Building on the Dream”) project work, students begin to learn line and grade using the laser and grade rod to determine different elevations. They also learn to read and use both a standard and architectural scale ruler; learn to estimate square footage and calculate volume of concrete needed for the foundations and floors of their homes; always being mindful of safety and their role as a member of a working team. This is important throughout the course, but especially so in their learning about cutting torches. Students learn proper set up and break down of torches, how to cut metal, and cutting metal safely.**

**1.0**

Learning achieved (lessons learned) in Grade 10 Construction Math Application are used in a more “hands-on” approach. The curriculum revolves around learning to build a forty foot concrete bridge (“Building Bridges Project”). Knowledge and skills are integrated into applied learning. Building a concrete bridge requires integration of and application of knowledge and skills as Construction Math, line and grade, excavation, soil compaction, building and using concrete forms, concrete placement, using cutting torches, demolition, and construction safety. Students learn through classroom work, “hands-on” projects to resolve problems, and reliable classroom attendance. Rubrics are used to determine level of proficiencies based on state GSE’s and construction standards.

**W 30 M/S: Construction Work Experience Term: FY Grade 12 PBGR 3.0**

**Prerequisite:** Successful completion of Construction Craft Applications and Construction Engineering courses.

In this Senior Year course, students study OSHA which governs all construction projects relative to safety, and learn more about concrete and pipe work. The focus is on preparation for the field of construction, with opportunities for “hands-on” work study. An example would be off-site work at St. Ann’s Cemetery in Cranston where students work on a variety of construction related projects.

**Students also work on their Senior Portfolio.**

## **WORLD OF WORK PATHWAY COURSES**

**W10M/S Career Exploration Term: FY Grade 9 PBGR: 0.5**

**The Career Exploration curriculum has been prepared for the 9th grader to introduce him/her to what can be expected when they seek to become productive members of the workforce.**

**The program includes group and one-on-one career exploration intended to introduce students to the various careers for which they may have interest and aptitude. During the year, each student is assisted in preparing his/her résumé.**

**While it is understood that, at this point in their lives, students may not have work experience and extensive education to put on the résumé, there is emphasis placed on including their skills, talents, and interests as well as any work they may have done in the household or in their neighborhood. Students are amazed to learn that they have quite a bit that they have accomplished in their young lives and are pleased to see that documented on a résumé.**

**Students are also introduced to job interviewing skills and how to prepare letters of introduction and thank you letters for interviews.**

**A critical portion of the Career Exploration curriculum are lessons that focus on life skills and work place etiquette and behavior.**

**Students are introduced to such topics as integrity, honesty,**

teamwork, conflict resolution, dealing with work situations that not only require the honing and enhancement of their listening and thinking skills, and other areas designed to help them become good citizens and eventually good and productive workers. Students are engaged in successful completion of the “Making Choices” Project.

#### **W20 M/S World of Work Term: FY Grade 9 – 12 PBGR 0.5**

Most students enroll in this course in the 11th grade as they are now able to put into practice what they have previously learned in the way of life skills and work readiness skills. During the year, the students’ résumés are updated and more emphasis is placed on career exploration.

Must more instruction is focused on students’ learning interviewing skills and how to apply for jobs, including filling out job applications, sending cover letters, follow-up thank you letters, and resignation letters. Students are introduced to the major industry clusters for which there is growing job demand.

A critical component of the World of Work Program is placement of the student in either paid or unpaid work experiences. These may be in the private or public sectors. This placement provides opportunities for applied learning of work readiness and life skills and self-assessment of these in practice.

Also during the school year, students participate in a class project that is designed to teach teamwork directly related to how companies expect and require employees to work.

Students are actively engaged in providing evidence of these



**proficiencies in the “Building on a Dream” Project.**

**W 40 World of Work -Career Work Experience      Term FY    Grade  
12 PBGR 3.0**

**Students have opportunities for part-time work experiences under the guidance and mentorship of World of Work faculty and Mentors at the job placement. Students are assessed on their abilities to apply what they have learned at the proficient level. They are also engaged in demonstrating proficiencies through work in completion of the “Building Bridges Project” and their Senior Portfolio.**

**First Reading: August 20, 2013 – Resolution 8-3-13**

**Second Reading: September 10, 2013 - Resolution No. 9-1-13**

**NEL and CPS Construction and Career Academy**

**First Reading: October 21, 2013 – Resolution 8-10-**

**Cranston School Committee Agenda**

**PERSONNEL            4111**

**Recruitment and Selection of Employees**

## **1. Purpose**

**The Cranston School Committee is committed to providing the highest quality educational Program for the Cranston Public Schools in accordance with the highest aspirations of the community and the staff.**

**This common goal shall be the concern of the Administration, the School Committee and the community at large.**

### **Professionalism**

**Cranston Public Schools is dedicated to providing each individual with an opportunity to realize his/her full potential in an educational environment which emphasizes student achievement and success.**

**Innovation and best practices based on research are an important aspect of the Cranston Public Schools' educational programs.**

## **II. RECRUITMENT AND SELECTION**

**It shall be the duty of the Superintendent of Schools to assure that persons recommended for employment shall meet all qualifications established by law and by the Cranston School Committee for the type of position for which the recommendation is made.**

**All efforts in recruitment shall be directed at attracting the most qualified persons possible and additional effort shall be made to attract persons from diversified backgrounds. Also, efforts will be made to pursue affirmative action through positive and aggressive measures.**

**To accomplish this requirement, all vacancies will be clearly posted within the school district and, depending on the position, should be advertised on a state or national level, as determined appropriate by the Superintendent or his/her designee.**

**When a position has been determined to be vacant and has not been deemed by the School Committee as a position that should be eliminated, then, that position will be posted and filled as soon as possible. Posting will be for 14 calendar days.**

**Policy Adopted: 9/28/72**

**Amended: 1/17/77, Amended: 1/20/87 (Resolution 87-1-25)**

**CRANSTON PUBLIC SCHOOLS**

**Amended: 9/19/94 (Resolution 94-9-40) CRANSTON, RI**

**Amended: 3/15/99 (3/22/99) (Resolution 99-3-21)**

**Amended: 10/21/13 (First Reading)**

**PERSONNEL 4111(a)**

## **RECRUITMENT AND SELECTION OF EMPLOYEES**

**The following procedures shall apply to determining the need for and selection of candidates for new and replacement positions:**

**1. The Chief Operating Officer shall consult regularly with appropriate administrative staff to determine whether a vacancy exists.**

**2. The Chief Operating Officer shall meet with appropriate administrative staff to determine job specifications and/or criteria for evaluation of candidates.**

**3. Files of candidates shall be reviewed by Administrators and the Personnel Office and interviews shall be scheduled. All Affirmative Action policies and procedures adopted by the Cranston School Committee shall be adhered to. Candidate files will be reviewed with sensitivity to equity issues such as gender, racial/cultural diversity, disability and other legally protected status.**

**4. To ensure balanced representation a team of interviewers should be selected to include at least an administrator, teacher, and parent. If the team is interviewing for a non-certified position the team would**

**consist of an administrator, a member of the department or school. The purpose of the screening Committee is to interview all qualified applicants and to forward to the Superintendent for consideration and recommendation:**

- a. The Screening/Interview Committee will be formed with sensitivity to equity issues.**
- b. The appropriate administrators will develop a list of interview questions.**
- c. Those administrators will review and select candidates to be interviewed based on the job description and written criteria developed by the interview team.**
- d. Cranston substitutes and/or Cranston residents who apply for the specific posted position will be considered for an interview.**
- e. The team will be given the opportunity to review applications on file to determine if there are any other individuals that could be considered.**

**5. Each member of the Screening/Interview team must attend all interview sessions with prospective candidates for a particular position. If a person is not able to attend all interview sessions, that person has no rating privilege.**

**6. After a candidate is interviewed, each member of the Screening/Interview team shall complete a Report of Interview form without consultation.**

**Results of the interview will be made known to members of the Screen/Interview team and the results will be confidential.**

**7. The chairperson of the Screening/Interview team will submit, through the appropriate central administrator to the Superintendent, the top candidates in alphabetical order, with supporting data, defining characteristics of strengths and weaknesses as related to job specifications and responses to the interview questions.**

**8. When dealing with large numbers of candidates, the screening/interview teams should include with the interview results, supporting data, defining characteristics, and the strengths and weaknesses of the candidates. Questions should cover a broad spectrum as appropriate to student needs and programs.**

**9. The Screening/Interview team will submit all work to the Superintendent who has the ultimate responsibility to recommend a candidate to the School Committee at the next scheduled meeting.**

**10. Screening /Interview team must understand that the entire screening process must be held in the strictest confidence.**

**11. Other consideration by the Superintendent**

**a. Successful substituting experience and other experience in the classroom (practicum and student teaching)**

**b. Cranston Resident**

**c. Cranston Substitute**

**d. Any other information in candidates file**

- **degree**
- **transcripts**
- **test score (if applicable)**
- **recommendations**
- **community involvement**
- **professional affiliation**
- **evaluations**

**12. Unsuccessful applicants may contact the Chief Operating Officer to discuss their candidacy.**

**Regulation:**

**Revised: 9/19/94 (Resolution 94-9-40)**

**Amended: 3/15/99 (3/22/99) (Resolution 99-3-21) CRANSTON  
PUBLIC SCHOOLS**

**Amended: 10/21/13 ) First Reading CRANSTON, RI**

**PERSONNEL 4112.1**

## **APPOINTMENT**

**All professional and non-certified employees will be appointed by a resolution of the Cranston School Committee. A written confirmation will be mailed to the new employee who will include a copy of their collective bargaining agreement or the appropriate non-certified employee policy.**





## **Policy**

**Adopted: 9/28/72      Cranston School Department**

**Readopted 8/20/73      Cranston, Rhode Island**

**Amended: 10/21/13 (First Reading)**

**4115.2(a)**

## **PERSONNEL**

### **Promotions**

**A. Promotional positions are defined as positions below the rank of Assistant**

**Superintendent.**

**B. All vacancies in promotional positions shall be filled pursuant to the following procedures:**

**1. A notice shall be posted in every school building clearly setting forth a description of and the qualifications for the positions.**

**2. Such notices shall be posted as far in advance as practicable, and**

at least ten (10) school days before the final date for submission of applications.

3. Employees who desire to apply for such vacancies shall submit their letter of intent and resume to the Superintendent or specified representative within the time limit specified in the notice. Applications shall include qualifications for the position as well as other data requested in the notice and/or helpful in evaluating the applications.

4. Employees who apply and are qualified for such positions shall be interviewed by a committee appointed by the Superintendent. Interview ratings for each qualified applicant shall be prepared independently by each member of the committee. Recommendation for a vacancy shall be made by the Superintendent from among the top three applicants unless he/she decides to make no recommendation from such applicants.

C. All employees who apply and are qualified for a promotional position shall be

interviewed and shall subsequently be notified of the disposition of their

application before the appointment is made.

**Policy**

**Revised: 10/16/78**

**Amended: 7/19/82**

**Amended: 10/21/13 (First Reading) CRANSTON PUBLIC SCHOOLS  
CRANSTON, RI**

**4112.7**

**CRANSTON**

**PUBLIC SCHOOLS**

**ATHLETIC DEPARTMENT HANDBOOK**

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## **GOALS AND OBJECTIVES**

**The major goals and objectives of the Athletic Department are:**

**\$ to encourage good sportsmanship**

**\$ to foster development of skills and teamwork**

**\$ to develop self-discipline**

**\$ to develop a positive self-image**

**\$ to develop a respect for constituted authority**

**\$ to cultivate healthy values and attitudes**

**\$ to develop goals geared toward achievement and success**

**\$ to develop enthusiasm and appreciation for athletics**

**\$ to provide a positive role model for athletes in language and decorum**

## **PURPOSE OF HANDBOOK**

**This Handbook is designed to serve the Athletic Director, all coaches and managers in the CranstonPublic School's Athletic Program. It will serve as a directory and guide for effective athletic administration at the middle school and high school levels. It will assist in answering basic questions relating to the Rhode Island Interscholastic League requirements, school athletic requirements and team administrative responsibilities.**

**The policies outlined in this handbook summarize current policies of the Cranston Public Schools Athletic Department Programs and are intended as guidelines only. In addition, the language and policies of this handbook do not create and cannot be construed to create an expressed or implied contract of employment or continuation of employment between the CranstonPublic Schools and any or all of its coaches. While we believe wholeheartedly in the policies described herein and while there are contractual conditions of employment, employment with the Cranston Public Schools, with regard to the**



**Athletic Director, coaches and managers is on an at-will basis. This means that the employment relationship may be terminated at any time by either party for any reason not expressly prohibited by law.**

## **2**

**The Cranston Public Schools retains the right to make all decisions involving policies, management and employment. The Cranston Public Schools reserves the right to modify, revoke, suspend, terminate, amend or change any or all of the policies contained herein.**

**The handbook supersedes and replaces any and all prior handbooks and/or policies with regard to the Cranston Public Schools Athletic Department.**

## **ROLE OF ATHLETIC DIRECTOR**

### **Duties of the Athletic Director**

**The overall function of the Athletic Director is to plan, develop, and supervise all activities related to interscholastic participation.**

### **Responsibility to Chief Operating Officer**

**The Athletic Director is responsible to the Chief Operating Officer and is a liaison between the Rhode Island Interscholastic League and the coaching staff. Special duties include:**

#### **1. Responsible for submitting required reports:**

**\$ team bus schedules**

**\$ team eligibility lists**

**\$ confirmation of home schedule with opposing schools**

**\$ complete team schedules**

**\$ equipment inventory**

**\$ annual budget request for athletic department**

**\$ equipment order and purchase**

**\$ insurance claims with the RIIIL Injury Fund**

**\$ end of season coaching evaluations**

**\$ gate receipts**

**\$ Athletic Department checkbook**

**\$ end-of-year report to superintendent**

**\$ end-of-year report to Title IX Office**

## **2. Major areas of responsibilities and essential duties:**

**\$ Provide effective leadership for continued evaluation, development, and improvement of the interscholastic athletic program within the goals and objectives and with particular reference to the special needs of the community.**

**\$ Observe and evaluate all head coaches in their discharge of duties.**

**\$ Prepare and submit a budget annually to assure adequate funding for the interscholastic athletic program.**

**\$ Submit annually a financial and extent of participation statement, for the total interscholastic athletic program—receipts, expenditures and student participation.**

**\$ Supervise and coordinate the care, maintenance, storage, and inventory of all athletic equipment and supplies.**

**\$ Supervise the maintenance, repair and preparation of all athletic fields and gyms and coordinate the schedule for their use.**

**\$ Supervise and arrange for the securing and paying of game officials and attendants.**

**\$ Serve as an official school representative to local, district, and**

**state meetings in matters pertaining to athletic policies, rules, regulations, and tournaments.**

**\$ Assure adherence to the Rhode Island Interscholastic League policies, regulations, and procedures.**

**\$ Maintain complete team records for all sports at all levels to include won and loss records, league standings, championships, and number of participation at the beginning and end of each sport season.**

**\$ Maintain and approve all varsity eligibility lists, parent permission documents, assumption of risk, medical examination, and insurance forms for each sport.**

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**\$ Arrange schedules and transportation for all interscholastic sports at all levels of competition (7-12) including league and non-league opponents, and file game contracts in athletic office.**

**\$ Provide for the proper administration and supervision of all athletic contests including ticket sellers and takers, security, medical and**

**ambulance service, announcers, game personnel, spectator seating, and parking of vehicles.**

**\$ Approve all recommendations for athletic awards, distribute awards to coaches and maintain records per sport and season for all awards issued.**

**\$ Assume responsibility for the revision and recommendation of the “Coaches’ Handbook” for Cranston Public Schools.**

### **3. Responsibility to the coaches**

**a) Arrange for coaches to receive all required student athletic forms including:**

**\$ assumption of risk form**

**\$ annual questionnaire form**

**\$ form for physical**

**\$ team eligibility form**

**\$ bus request form**

**\$ injury report form**

**\$ tournament request form**

**b) Arrange for coaches to receive and collect coach's administrative forms including:**

**\$ equipment inventory and budget request**

**\$ end-of-season game reports (where applicable)**

**6**

**\$ student athletic awards**

**\$ coaching evaluation forms**

**\$ game schedule and bus request**

**\$ RIIL "Blue Book" (now available online: [www.riil.org](http://www.riil.org))**

**c) Arrange for issuance, collection, and storage of team athletic**

**supplies, equipment, and uniforms.**

**d) Draw up practice times for use of facilities.**

**e) Prepare game schedule and practice schedule for custodial staff.**

**f) Assist the head coach in inspection of facilities for safety before utilization.**

**g) Insure that coaches follow all rules and regulations pertaining to athletic practices, schedules, games and facilities.**

**h) Maintain a file for every student participating in high school athletics.**

**i) Evaluate head coaches at the end of their season of coaching for the school year.**

**j) Ensure that all rules and regulations of the RIIL are followed.**

#### **4. Responsibility to the Athletic Contest**

**\$ Be responsible for recruiting personnel supplemental to game officials necessary for various games or matches**

**\$ Be responsible for payment of officials and all game personnel or**



**delegate such responsibilities.**

**\$ Supervise the inspection of all athletic facilities before a contest - work with the custodial staff and/or city personnel in planning for contests.**

**7**

**\$ Work closely with the custodial staff and/or city personnel to provide the necessary maintenance of athletic areas**

**\$ Arrange for varsity teams and officials to be escorted to the locker facilities or back to their method of transportation.**

**\$ Supervise the sale of tickets and file a financial report following the contest**

**\$ Assist with home athletic contest, spectators, crowd control, injuries, and game responsibilities.**



## **Duties of the Head Coach**

**Safety of the athletes is the primary responsibility of the Head Coach. The Head Coach shall also be responsible for the total program of his/her sport. This includes varsity, junior varsity and freshman teams. Each head coach should establish a program development format for each level of play.**

**The Head Coach must be familiar with the rules and regulations of the Rhode Island Interscholastic League which is available on the league website: [www.riil.org](http://www.riil.org).**

### **1. General Responsibilities:**

**\$ Attend the mandatory pre-season coaches meeting. Sport schedules and league rules will be clarified and established. This is an excellent opportunity to contact teams regarding junior varsity game schedules. Failure to attend this meeting will result in a fine from the RIIL that will be your responsibility to pay.**

**\$ Meet with assistant coaches before the season to discuss league,**

**school, and team policy procedures.**

**\$ Coaches in consultation with the school staff will be aware of students with special needs and follow appropriate procedures and processes.**

**\$ Attend the Athletic Director's mandatory pre-season meeting where the following forms will be distributed and each form explained: assumption of risk, annual questionnaire, form for physical, eligibility list, league schedule (if ready), Injury Fund reports, bus schedules, and tournament request form.**

**\$ Meet with potential athletes two to four weeks prior to the beginning of the season. At this meeting, distribute all necessary athletic forms. Establish a list of athletes by grade. Give potential athletes the practice dates, the return date of athletic forms, and general team requirements. Coaches who are involved in fall sports should meet with athletes before the close of the school year preceding the fall season. All fall head coaches should contact the appropriate middle school(s) that may feed your particular high school's program and have a day to sign up all interested incoming freshmen.**

**\$ Bus request schedules for all levels of play must be handed in to your school's equipment manager as soon as possible. Please pay particular attention to your departure time and make sure you list the actual location of your game as the destination (many teams play certain sports off campus). Remember, busses are more difficult to book in the fall and spring because many of the games are after school, causing us to use a private contractor. Most winter events occur after 3:30 p.m. which allows us to use our own busses.**

**Extremely important: when the athletic department provides transportation to an athletic event, all athletes are required to ride the bus to and from the contest. Only in rare circumstances can the head coach grant permission for an athlete not to ride the bus. In this particular case, a letter from a parent or guardian in advance of the contest must be in the coach's hand prior to making a decision. This is certainly something that should not be encouraged and must be closely monitored.**

**\$ Junior varsity and freshmen schedules must be returned to the athletic director as soon as possible. The athletic director must place these schedules on the RIII website and secure officials.**

**\$ Establish team goals and practice schedules.**

**\$ Determine the system of play at all levels.**

**\$ Assign responsibilities to assistant coaches including: locker room, field, gym, and weight room supervision. Your athletes should never be left unsupervised at any time.**

**\$ Arrange for fundraising if so desire. Check with principal for school policy (principal approval required).**

**\$ Determine weekend practice schedule; notify the Athletic Director so he/she can make the necessary arrangements with the custodial staff.**

## **2. In Season Responsibilities:**

**\$ Conduct tryouts in such a manner as to provide each athlete an equal opportunity to achieve a position on the team. Be sure you are able to justify your selections by using a scoring system you are comfortable with.**

**\$ Prior to selecting your team, determine the eligibility of your athletes. You can ask to see their report card, you can check with Guidance, or you can ask the main office for an “Ineligibility List”. Never take the word of the athlete as being completely accurate.**

**\$ After determining the eligibility of your players and after your team has been chosen, head coaches at Cranston East should submit an Eligibility List to a secretary in the main office at Cranston East, and coaches at Cranston West should submit their Eligibility Lists to the Athletic Director so it can be posted on the RIIL website. Remember, all Eligibility Lists MUST be posted on the RIIL website twenty-four hours prior to your first RIIL contest, including the Injury Fund Game. Failure to do so will result in a fine from the RIIL that will be your responsibility to pay if you did not have your Eligibility List in on time.**

**\$ Have on hand at all times an “emergency call card” - a list of all your players along with all important contact numbers in the event of an injury of significance.**

**\$ Comply with mandates set forth by the Student Handbook: e.g. attendance policy governing participation. Have one of your**

**athletes stop**

**by the main office daily for an attendance sheet and other necessary correspondence.**

**\$ Cooperate with the sports media seeking interviews regarding team personnel, performance, etc. Bear in mind that statements are published and read by people for and against athletic programs; therefore, statements should be carefully weighed. The news media is not the proper channel for a coach's criticism of officials, opposing players, etc.**

**\$ Create a parent-athletic booster club if so desired.**

**\$ When an athlete is hurt, the head coach must complete an "Injury Report Form" within twenty-four hours and send it to the Athletic Director. Please make sure all your athletes and their parents are aware of the benefits of the RIIL Injury Fund.**



**\$ You are responsible for the level of play and conduct of all athletes under your control.**

**\$ You are responsible for the supervision of assistant coaches in practice, games, and locker room areas.**

**\$ Pick up all necessary first aid equipment from your school's equipment manager.**

**\$ Promote your sport by prompt and accurate reporting of scores to local media.**

**\$ Perform other duties as related to the assignment and as designated by the Athletic Director.**

### **3. Post Season Responsibilities:**

**\$ In order for your stipend to be released, all uniforms, equipment, medical supplies, and keys must be handed in to your school's equipment manager. Once this is done, the equipment manager will contact the Athletic Director to release your stipend.**

**\$ Submit your request for post-season athletic awards for your team to the Athletic Director at least two weeks prior to your end-of-the-season banquet.**

**\$ Please read your end-of-the-season evaluation carefully, answer all questions, evaluate all your assistants (if applicable), have your assistant sign his evaluation, and return the full evaluation to the Athletic Director as soon as possible. If you or your assistant has any questions pertaining to the evaluation, contact the Athletic Director to set up a meeting to address all questions and concerns.**

**\$ You are encouraged to attend clinics, symposiums, or seminars that will ultimately make you a better coach in your sport. Any costs must be paid by you or non-school sources.**

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## **Duties of the Assistant Coach**

**The assistant coach is directly responsible to the head coach of sport and to the program planned for that level of play.**

### **1. General responsibilities:**

**\$ Work with head coach in planning the program.**

**\$ Understand league, school, team, student responsibilities to the sport and carry out these policies.**

**\$ Attend RIII meetings when asked by the head coach.**

**\$ Attend staff meetings when called by the head coach.**

**\$ Assist the head coach in any duties assigned by him/her pertaining to the overall athletic program.**

**\$ In relation to junior varsity and freshman teams, assistant coaches will have the same responsibilities as listed for the head coach where applicable.**

**\$ In the absence of the head coach, the assistant coach shall assume all the responsibilities of the head coach.**

### **Duties of Equipment Manager**

**1. At the beginning of each season, with the head coach in attendance, the Equipment Manager will pass out all necessary uniforms, equipment, medical supplies and keys (if necessary). An accurate account of what was handed out and to whom it was handed out to must be kept.**

**2. Prior to each season, a bus request for each sport (in triplicate form) must be handed in to the Office of the Director of Transportation at least two weeks prior to the first event.**

**3. During the season, the Equipment Manager must be readily available to any coach who may need additional uniforms, equipment or medical supplies.**

**4. At the end of each season, the head coach will return all uniforms,**

**equipment, medical supplies and keys (if any were handed out) to the appropriate Equipment Manager. Once the Equipment Manager is satisfied that the head coach has fulfilled his/her obligations as stated in the Athletic Department Handbook the Equipment Manager will then compile a list for the Athletic Director of any outstanding issues.**

**5. Once the football season ends, all uniforms and equipment must be separated so that it can be picked up in a timely fashion to be cleaned and reconditioned.**

**6. The Equipment Manager at all times must maintain an accurate inventory of all uniforms, equipment and medical supplies to aid the Athletic Director in the budget process.**

## **Volunteer Coaches**

**Anyone who would like to be considered for a volunteer coaching**

**position must submit an application with Human Resources.**

**All volunteer coaching candidates must be certified coaches. A copy of their Rhode Island Coaching Certificate and CPR\AED\First Aid certification must be on file in Human Resources. The volunteer coach must complete the Rhode Island Interscholastic League Fundamentals of Coaching & Concussion training.**

**All successful volunteer coaching candidates will be appointed by the Superintendent, subject to the “Volunteer Policy” and subject to the consent of the School Committee. A volunteer coach must always be accompanied by a paid coach.**

**The number of volunteer coaches will be limited as follows:**

**Football 7**

**All varsity other sports 3**

### **Reappointment of Coaches**

**All coaches, assistant coaches, and volunteer coaches must be appointed by the Superintendent subject to the consent of the School Committee each year in order for them to continue in their roll as coach for the next season.**

## **Cell Phone Usage and Recording Devices**

**All coaches, assistant coaches, faculty managers and volunteer coaches must comply with the school committee's cell phone usage and recording device policy (#2526).**

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## **Code of Ethics: Sportsmanship**

**Sportsmanship is defined as that quality of responsible behavior characterized by the spirit of generosity and a genuine concern for the opponent.**

**The Cranston Athletic Department places the responsibility of sportsmanship on all those involved in the athletic program. The head coach will bear the greatest burden of this responsibility for sportsmanship. His/her influence on the attitudes and behavior of players, student body, and community establishes the mechanism for making sportsmanship a reality. The role the coach plays in developing the qualities of sportsmanship are demonstrated in the**

**daily principles of coaching strategy and skill development. Nothing says more for a coach's program than the attitude and sportsmanship values his/her team portrays to those around them.**

**The following recommendations are included:**

**\$ Be a role model for those who follow you.**

**\$ Teach honest effort.**

**\$ Instruct the team in their responsibilities.**

**\$ Discipline athletes when appropriate and revoke their participation if necessary.**

**\$ Treat opponents and officials as guests.**

**\$ Shake hands with opponents and officials after the contest.**



## **Athletic Awards**

**An athletic award is a symbol of athletic accomplishment and good sportsmanship. The value of the award lies in the implication rather than the monetary value. Each head coach should establish a general policy for athletic awards and follow this procedure to develop the athlete's intrinsic sense of accomplishment.**

### **1. General Recommendations and Policies:**

**\$ Standards of achievement should be required.**

**\$ Each coach will establish their own standards and make the athletes aware of these requirements.**

**\$ Accurate records should be kept by the coach regarding participation, sportsmanship, team records, and accomplishments of the athlete.**

**\$ Injuries should not exclude the student from receiving an award.**

**\$ As a coach, use your good judgment in giving awards - make sure the award means something to your team and to the total athletic program.**

**\$ Regardless of how many sports an athlete participates in, he/she will only receive one letter. After earning their letter, next they will earn their sport pin, and after the sport pin, the athlete can earn a bar. There are special bars available for the designation of capacity.**

**\$ Varsity squad members who do not meet award qualifications will be awarded certificates of participation.**

**\$ Junior varsity and freshmen members will receive certificates.**

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### **First Aid Concerns**

**\$ The well being of the athlete is the first priority of the head coach.**

**\$ Do not do anymore than you have been trained to do in your First Aid/CPR/AED classes.**

**\$ Follow general first aid procedures.**

**\$ Call rescue when necessary or summon EMT, athletic trainer, or doctor when available. Make sure a coach is with the injured athlete.**

**\$ Call a parent. Do not allow the student to walk home unsupervised.**

**\$ Notify the Athletic Director immediately regarding a serious injury.**

**\$ Contact injured athlete and parents after the injury.**

**\$ File an Injury Report within twenty-four hours of the injury and send the report to the athletic director.**

**P:\Active Clients\RFC files\CRANSTON SCHOOL DISTRICT\Coaches Handbook 10-4244\Athletic Dept Handbook 11.19.10.wpd**

**School Committee\Athletic Dept. Handbook 12-9-10**

**Policy Adopted: Resolution 9-3-22 CRANSTON PUBLIC SCHOOLS**

**Policy Amended: Resolution 10-11-20 CRANSTON, RHODE ISLAND**

**Policy Amended: Resolution 10-12-19**

**Policy Amended: Resolution 11-02-12 February 14, 2011**

**Policy Amended: Resolution 13-9-13 First Reading - September 16, 2013**

**CRANSTON PUBLIC SCHOOLS  
2013-2014 SALARY ADJUSTMENTS  
CERTIFIED ADMINISTRATORS & CENTRAL OFFICE**

**AMENDED**

	<b>2013-2014</b>	<b>2013-2014</b>	<b>2013-2014</b>
<b>LAST FIRST POSITION</b>	<b>SALARY</b>	<b>SAL. ADJ.</b>	<b>SALARY</b>
<b>AULENBACH DAVID ASSISTANT PRINCIPAL</b>	<b>82,785</b>	<b>9,623</b>	<b>92,408</b>
<b>AUTH GERALD ASSISTANT PRINCIPAL/DIRECTOR</b>	<b>87,375</b>	<b>5,033</b>	<b>92,408</b>
<b>KANELOS ALEXANDER ASSISTANT PRINCIPAL</b>	<b>91,000</b>	<b>1,408</b>	<b>92,408</b>
<b>SCHIAPPA DAVID ASSISTANT PRINCIPAL</b>	<b>90,875</b>	<b>1,533</b>	<b>92,408</b>
	<b>352,035</b>	<b>17,597</b>	<b>369,632</b>

<b>BASILE BETH-ANNE PRINCIPAL- SCHOOL</b>	<b>90,000</b>	<b>1,047</b>	<b>91,047</b>	<b>ELEMENTARY</b>
<b>BUONANNO SUSAN PRINCIPAL- SCHOOL</b>	<b>90,000</b>	<b>1,047</b>	<b>91,047</b>	<b>ELEMENTARY</b>
<b>CAPPUCCILLI JOSEPH PRINCIPAL- SCHOOL</b>	<b>90,000</b>	<b>1,047</b>	<b>91,047</b>	<b>ELEMENTARY</b>
<b>DAVID MICHELLE PRINCIPAL- SCHOOL</b>	<b>90,000</b>	<b>1,047</b>	<b>91,047</b>	<b>ELEMENTARY</b>

MURPHY ROXANNE PRINCIPAL- SCHOOL 90,000 1,047 91,047	ELEMENTARY
NAPOLITANO TONIANNE PRINCIPAL- SCHOOL 90,000 1,047 91,047	ELEMENTARY
SACCO CHERI PRINCIPAL- SCHOOL 90,000 1,047 91,047	ELEMENTARY
ZANFINI JAMES PRINCIPAL- SCHOOL 90,000 1,047 91,047	ELEMENTARY
720,000 8,376 728,376	

BALDUCCI JOSEPH CHIEF OFFICER 102,473 2,049 104,522	FINANCIAL
NOTA-MASSE JEANNINE ASSISTANT SUPERINTENDENT 114,000 2,280 116,280	
ROTZ JOSEPH EXEC. DIR. EDUC/PROGRAMS 103,900 2,078 105,978	
VOTTO RAYMOND CHIEF OFFICER 102,473 2,049 104,522	OPERATING
422,846 8,457 431,303	

Salary 34,430

Pension (Cert.) 4,812

Pension (Non-Cert.) 218

FICA 127

Medicare 499

40,086

**CRANSTON PUBLIC SCHOOLS**

**2013-2014 SALARY ADJUSTMENTS**

**NON-CERTIFIED ADMINISTRATORS & SUPPORT STAFF**

**AMENDED**

**2013-2014 2013-2014 2013-2014**

**LAST FIRST POSITION SALARY SAL. ADJ. SALARY**

**ANDERSON LARS BUSINESS DIRECTOR 84,068 4,932 89,000**

**CAMPELLONE JOHN MIS DIRECTOR 81,670 5,330 87,000**

**CONNETTA RAYMOND COMPUTER**

**TECHNICIAN 48,183 1,817 50,000**

**FRAPPIER Donna-Marie DIRECTOR**

**OF**

**TECHNOLOGY 79,872 7,128 87,000**

**GENERALI DEBRA SENIOR ACCOUNTANT 44,510 1,335 45,845**

**GERARDI PATRIZIA PAYROLL SUPERVISOR 51,053 3,947 55,000**

**LEMONDE MARGARET MIS SUPERVISOR 47,262 2,738 50,000**

**LEONE GAIL EXEC. ADMIN. ASST. - ASSIST.**

**SUPER. 50,792 1,508 52,300**

**MACERA GAIL EXEC. ADMIN. ASST. -**

**SUPERINTENDENT 50,792 1,508 52,300**

**MILLS KATHERYN HIPPA/MEDICAID**

**SUPERVISOR 41,900 838 42,738**

**PARK KATHLEEN BENEFITS SUPERVISOR 50,792 4,208 55,000**

**PISCITELLI SHARON GRANT FISCAL AGENT 45,675 4,325 50,000**

**RANALDI MARC COMPUTER TECHNICIAN 54,507 1,090 55,597**

**REALI THOMAS TRANS COORDINATOR 53,738 1,075 54,813**

**SODERLUND JACQUELINE EXEC. ADMIN. ASST. -**

**CFO 50,792 1,508 52,300**

**VARGAS JORGE COMPUTER TECHNICIAN 43,186 6,814 50,000**

**ZISSERSON JOEL PLANT/TRANSPORTATION**

**DIRECTOR 95,479 1,910 97,389**

**974,271 52,011 1,026,282**

**Salary 52,011**

**Pension 5,544**

**FICA 3,225**

**Medicare 754**

**61,534**

## **Administrator's Compensation Schedule**

## **Administrator's Compensation Schedule**

**Fiscal Year 2013-2014**

<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>ANN</b>	<b>SALARY</b>
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<b>HEALTH</b>	<b>DENTAL</b>	<b>LIFE</b>	<b>PENSION</b>	<b>SURV</b>
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<b>BEN</b>	<b>OASDI</b>	<b>MEDICARE</b>	<b>TOTAL</b>	<b>Fringe Sal &amp; Fringe</b>
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Gillie, Polly Principal Rhodes	58,846.00	8104 586 33	8,745
96 0 853	18,417	77,263	

**Fiscal Year 2014-2015**

NAME POSITION SCHOOL	ANN	SALARY
HEALTH DENTAL LIFE PENSION SURV		
BEN OASDI MEDICARE TOTAL Fringe Sal & Fringe		
Gillie, Polly Principal Rhodes	90,000.00 14310 1035 33	13,374
96 0 1305	30,153	120,153

**First year impact reflects start date of 11/4/2013 instead of 7/1.**

**Projections for 3% increase for health & dental in year 2.**

**Projections for pension remain flat at 14.86% for both years.**